

Writing Curriculum Map - Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1: People who help us	<p style="text-align: center;">Half days</p> <p>Free writing in the role play area, at the writing table and at the creation station.</p>	<p>National Baseline Assessments in Writing</p>	<p>Non-Fiction</p> <p>Writing Outcome: Names (Family Tree)</p> <p>I can write my name, using my name card to help me. I can hear the initial sound in words.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Names (Lanyards)</p> <p>I can independently write my name. I can hear the initial sounds in familiar words. I can write the initial sound I hear, using a sound mat to help me.</p>	<p>Non-Fiction</p> <p>Writing Outcome: List (Shopping List of Healthy Foods)</p> <p>I can write, at least, the initial sound I hear, using a sound mat to help me. I can segment a simple word.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Labels (skeletons, accident form at the doctors etc)</p> <p>I can write the initial sound I hear, using a sound mat to help me. I can segment simple words.</p> <p>Phonics Assessments.</p>
Autumn 2: Snow and Ice	<p>Key Text: Artic Information Texts Non-fiction</p> <p>Writing Outcome: Labelling Animals.</p> <p>I can segment a simple word. I can record the sounds I hear using the sound mat to help me.</p>	<p>Key Text: Artic Information Texts Non-fiction</p> <p>Writing Outcome: Information Text.</p> <p>I can write a fact I have learned about an artic animal.</p>	<p>Key Text: Lost and Found, by Oliver Jeffers Fiction</p> <p>Writing Outcome: Labelling parts of the story.</p> <p>I can sound out CVC words. I can label pictures from the story.</p>	<p>Key Text: Lost and Found, by Oliver Jeffers Fiction</p> <p>Writing Outcome: Narrative (Losing Tale)</p> <p>I can order the pictures correctly. I can write words/sentences to match tell the story.</p> <p>Writing Assessment: CVC words and digraph</p>	<p>Key Text: The Nativity Story Fiction</p> <p>Writing Outcome: Phrase/Caption Writing.</p> <p>I can segment simple words. I can use finger spaces. I can use the word mat to write tricky words correctly.</p>	<p>Key Text: N/A Non-Fiction</p> <p>Writing Outcome: Description of their nativity character.</p> <p>I can use a capital letter for the word 'I'. I can sound out simple words. I can use my word mat to help with nativity words.</p> <p>Phonics Assessments.</p>
Spring 1: Castles	<p>Non-Fiction</p> <p>Writing Outcome: Recount</p> <p>I can segment CVC words. I can write a simple sentence. I can use finger spaces between my words.</p>	<p>Fiction</p> <p>Writing Outcome: Labels</p> <p>I can write a simple sentence. I can use finger spaces between my words. I can use the word mat to write tricky words correctly.</p>	<p>Key Text: The Frog Prince (adapted by Reception team) Fiction</p> <p>Writing Outcome: Labels</p> <p>I can sound out simple words. I can use my sound mat to help me to write each sound. I can try to form my letters correctly.</p>	<p>Key Text: The Frog Prince (adapted by Reception team) Fiction</p> <p>Writing Outcome: Re-tell (Wishing Tale)</p> <p>I can orally re-tell a familiar story (Wishing Tale) including each of the key events. I understand that a story has a beginning/middle/end. I can write simple sentences to accompany pictures from a story.</p>	<p>Key Text: The Frog Prince (adapted by Reception team) Fiction</p> <p>Writing Outcome: Re-tell (Wishing Tale)</p> <p>I can orally re-tell a familiar story (Wishing Tale) including each of the key events. I understand that a story has a beginning/middle/end. I can write simple sentences to accompany pictures from a story.</p>	<p>Key Text: The Frog Prince (adapted by Reception team) Fiction</p> <p>Writing Outcome: Narrative (Wishing Tale)</p> <p>I can choose my own character. I can change the character in a familiar story to write my own version.</p> <p>Phonics Assessments.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2: Dinosaurs</p>	<p>Non-Fiction</p> <p>Writing Outcome: Recount</p> <p>I can use the past tense to orally recount my holiday. I can write simple sentences, using finger spaces between my words. I can form my letters correctly. I can spell some tricky words correctly, using the tricky word mat to help me.</p>	<p>Key Text: Variety of books that the children shared for WBD Fiction</p> <p>Writing Outcome: Character Description (World Book Day Writing)</p> <p>I can name a character in my favourite story. I can describe the way that the character looks. I can describe the character's personality.</p>	<p>Key Text: Variety of non-fiction books about Dinosaurs Non-Fiction</p> <p>Writing Outcome: Captions (Dinosaur facts)</p> <p>I can write simple sentences, using finger spaces between my words. I can form my letters correctly. I can use a full stop at the end of my sentences.</p>	<p>Key Text: Mary Anning Texts Non-Fiction</p> <p>Writing Outcome: Information Writing</p> <p>I can write a simple sentence to share facts. I can spell some tricky words correctly, using the tricky word mat to help me. I can use these tricky words in a sentence (e.g. she, they, was, be, you).</p>	<p>Key Text: Non-Fiction</p> <p>Writing Outcome: Diary (Chick)</p> <p>I can write simple sentences, using finger spaces between my words. I can order my sentences chronologically, to explain what happened in the correct order. I can use a full stop at the end of my sentences.</p> <p style="text-align: center;">Writing Assessment.</p>	<p>Key Text: A variety of Easter stories. Fiction</p> <p>Writing Outcome: Description.</p> <p>I can use adjectives to describe the Easter Bunny. I can write simple sentences, using finger spaces between my words. I can form my letters correctly.</p> <p style="text-align: center;">Phonics Assessments.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1: London</p>	<p>Non-Fiction</p> <p>Writing Outcome: Recount</p> <p>I can use the past tense to recount my holiday orally. I can write simple sentences, using finger spaces between my words. I can use a full stop at the end of each sentence. I can use a capital letter at the start of each sentence.</p>	<p>Key Text: Variety of factual books about London Non-Fiction</p> <p>Writing Outcome: Information Writing (Bridges)</p> <p>I can write some simple factual sentences, using finger spaces between my words. I can use a full stop at the end of each sentence. I can use a capital letter at the start of each sentence.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Letter Writing (Postcards)</p> <p>I can start my writing with Dear. I can end my letter with From. I can write about what has happened, using simple sentences.</p>	<p>Key Text: N/A Non-Fiction</p> <p>Writing Outcome: Persuasive Writing (Come to London Poster)</p> <p>I can write some reasons for why tourists should come to London. I can use finger spaces between my words. I can use a full stop at the end of each sentence. I can use a capital letter at the start of each sentence.</p>	<p>Key Text: Katie in London Fiction</p> <p>Writing Outcome: Narrative re-tell</p> <p>I can talk about my favourite part of the story. I can use a picture to re-tell that part of the story orally. I can sound out each of the words in simple sentences to re-tell part of the story.</p> <p style="text-align: center;">Phonics Assessments.</p>	<p>Key Text: Katie in London Fiction</p> <p>Writing Outcome: Narrative re-tell</p> <p>I can talk about my favourite part of the story. I can use a picture to re-tell that part of the story orally. I can sound out each of the words in simple sentences to re-tell part of the story.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2: Superheroes</p>	<p>Fiction</p> <p>Writing Outcome: Description (Superheroes)</p> <p>I can write some simple sentences, to describe my superhero. I can use some simple adjectives. I can use finger spaces. I can use a full stop at the end of each sentence. I can use a capital letter at the start of each sentence.</p> <p style="text-align: center;">Writing Assessment</p>	<p>Key Text: Supertato Fiction</p> <p>Writing Outcome: Narrative Re-tell (Conquering the Monster Tale)</p> <p>I can create a story map that lays out the main events of the story. I can use my story map to re-tell the story orally. I can sound out each of the words in a simple sentence to re-tell part of the story.</p>	<p>Key Text: We're Going to Find the Monster Fiction</p> <p>Writing Outcome: Narrative Re-tell (Journey Tale)</p> <p>I can create a story map that lays out the main events of the story. I can use my story map to re-tell the story orally. I can include at least one problem for my character to solve.</p>	<p>Key Text: We're Going to Find the Monster Fiction</p> <p>Writing Outcome: Narrative (Journey Tale)</p> <p>I can think of my own 'monsters' for the main characters to meet. I can describe the monsters. I can write my own version of part of the story, using one of the monsters that I have described.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Recount (School Trip)</p> <p>I can use the first person to say what happened during the trip. I can write some simple sentences in the correct order. I can use capital letters and full-stops.</p> <p style="text-align: center;">Phonics Assessments.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Recount (What I am Proud of in Reception Writing)</p> <p>I can use first person and the past tense to write about my year. I can use finger spaces between my words. I can write some simple full sentences. I can use capital letters and full stops.</p>

Writing Curriculum Map – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1: Ourselves and Our Homes	<p>Key Text: Funnybones by Janet and Allan Ahlberg Fiction</p> <p>Writing Outcome: Narrative Re-tell.</p> <p>I can listen to a story and choose my favourite part. I can use a full sentence to explain what is happening in a picture of my favourite part of the story. I can re-tell part of the story in my own words.</p> <p style="text-align: center;">Writing Assessment</p>	<p>Key Text: Funnybones by Janet and Allan Ahlberg Fiction</p> <p>Writing Outcome: Instructions</p> <p>I can form my letters correctly. I can write a clear sentence to instruct, using finger spaces between my words. I can use time words to order my instructions.</p>	<p>Key Text: Ossiri and the Bala Mengro by Richard O'Neill and Katherine Quarmby Fiction</p> <p>Writing Outcome: Oral Storytelling.</p> <p>I can listen and respond appropriately to oral storytelling. I can compose my own sentences orally and sequence these sentences to form a short narrative. I can participate in a performance, using a voice that is loud enough to be heard by my peers. I can use my voice to maintain the interest of the listener.</p>	<p>Key Text: Through My Window, by Tony Bradman Fiction</p> <p>Writing Outcome: Narrative (Chronological order)</p> <p>I can write a character description for 3 of the characters that Jo saw. I can write using the third person. I can recall the events of the story in the correct chronological order.</p>	<p>Key Text: The Tiger who came to Tea, by Judith Kerr Fiction</p> <p>Writing Outcome: Narrative (Character Description)</p> <p>I can describe my main character in detail, using adjectives. I can write my own version of a story in chronological order. I can begin my sentences with time phrases to move the story on e.g. then, after, next.</p>	<p>Key Text: Autumn Non-Fiction texts Non-fiction</p> <p>Writing Outcome: Information text</p> <p>I can write about things I have observed on our seasonal walk. I can avoid the first person when writing an information text. I can include a question to interest the reader (e.g. Did you know...?)</p>
Autumn 2: Space	<p>Key Text: Man on the Moon, by Simon Bartram Fiction</p> <p>Writing Outcome: Descriptive writing (Setting and Character Description)</p> <p>I can describe a setting (the moon) using adjectives. I can use adjectives and adverbs to describe the way that a character (alien) looks, smells, sounds and moves.</p>	<p>Key Text: Man on the Moon, by Simon Bartram Non-Fiction</p> <p>Writing Outcome: Letter</p> <p>I can start my letter with 'Dear' and end my letter with 'from...'. I can use the first person ('I', 'my', 'me'). I can use capital letters for the names of people and places.</p>	<p>Key Text: Look Up, by Nathan Bryon Fiction</p> <p>Writing Outcome: Non-Chronological Report. Mae Jemison</p> <p>I can write my report in the style of non-fiction writing (i.e. using the present tense and avoiding first person). I can group information under topic headings. I can use a question to interest the reader (e.g. Did you know...?)</p>	<p>Key Text: Look Up, by Nathan Bryon Fiction</p> <p>Writing Outcome: Newspaper Report (Meteor Shower)</p> <p>I can include the name of my newspaper and the date it is going to be published. I can use a catchy headline. I can include facts about what happened (e.g. where/when/what/why/who?).</p>	<p>Key Text: Beegu, by Alexis Deacon Fiction</p> <p>Writing Outcome: Persuasive Writing.</p> <p>I can share my opinion. I can give reasons for my opinion. I can use persuasive and emotive language.</p>	<p>Key Text: Beegu, by Alexis Deacon Fiction</p> <p>Writing Outcome: Narrative, Journey Tale (Building Suspense)</p> <p>I can build suspense by placing my character in a dark, lonely place. I can build suspense using empty words, like somebody, something, it, no-one, some. I can write the opening to my own version of the story, trying to build suspense.</p> <p style="text-align: center;">Assessment Writing.</p>
Spring 1: Toys and Games	<p>Non-Fiction</p> <p>Writing Outcome: Recount.</p> <p>I can record events from my Christmas holidays in chronological order. I can use a range of different time connectives, e.g. first, then, next. I can use the past tense to write a recount. I can use the first person to describe what happened.</p>	<p>Key Text: Ravi's Roar, by Tom Percival Fiction</p> <p>Writing Outcome: Game Rules.</p> <p>I understand that a verb is an action word. I can use imperative verbs in simple sentences to create a set of Game Rules.</p>	<p>Key Text: Traction Man, by Mini Grey Fiction</p> <p>Writing Outcome: Narrative (Description of Setting)</p> <p>I can choose a setting for my adventure to take place in. I can describe my story setting, using adjectives and similes. I can think of a problem for my character that might occur in my setting.</p>	<p>Key Text: Traction Man, by Mini Grey Fiction</p> <p>Writing Outcome: Narrative (Comic Strip)</p> <p>I know that speech bubbles show what the characters are saying. I know that thought bubbles show what the characters are thinking. I can use thought and speech bubbles in my comic strip. I can use short sentences to make my story exciting</p>	<p>Key Text: Dogger, by Shirley Hughes Fiction</p> <p>Writing Outcome: Narrative (Character Description)</p> <p>I can act out ways of showing how a character is feeling using my face and body. I can write my own 'Show' not 'Tell' descriptions.</p>	<p>Key Text: Brown Paper Bear Fiction</p> <p>Writing Outcome: Narrative (Character and Setting Description)</p> <p>I can use adjectives to describe the toys in the story. I can use similes to describe the setting. I can include the main events of the story.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2: Once Upon a Time</p>	<p>Key Text: Selection of Question and Answer Poems Poetry</p> <p>Writing Outcome: Q & A Poem</p> <p>I can use a variety of question words. I can use a question mark correctly. I can write a poem using questions and answers. I can read my poem aloud, clearly enough to be heard by my peers and teacher.</p>	<p>Key Text: Jack and the Beanstalk Fiction</p> <p>Writing Outcome: Character Profile (Wanted Poster)</p> <p>I can use appropriate adjectives to describe the way that a character looks. I can use appropriate adjectives to describe a character's personality. I can use appropriate adverbs to describe the way that a character moves.</p>	<p>Key Text: Jack and the Beanstalk Fiction</p> <p>Writing Outcome: Narrative Re-tell (Rags to Riches Tale)</p> <p>I can create a story map that lays out the structure of a Rags to Riches Tale. I can use my story map to re-tell the story, including each of the key events. I can use story language from the text in my own version of the story. I can edit my work.</p> <p style="text-align: center;">Assessment Writing.</p>	<p>Key Text: Rapunzel, by Bethan Woolvin Fiction</p> <p>Writing Outcome: Diary.</p> <p>I can write from the viewpoint of Rapunzel, using the first person: 'I', 'my', 'me'. I can recount events drawing on my knowledge of the story. I can write in the past tense. I can use time words.</p>	<p>Key Text: Rapunzel, by Bethan Woolvin Fiction</p> <p>Writing Outcome: Poem (Spells)</p> <p>I can read a variety of spells, charms, potions and curses aloud. I can discuss the language choices made by the poet, including repetition, rhyme and onomatopoeia. I can create my own poem, drawing on some of the language structures and patterns explored.</p>	<p>Key Text: Variety of Spring seasonal non-fiction texts. Non-Fiction</p> <p>Writing Outcome: Information text</p> <p>I can write about things I have observed on our seasonal walk. I can write in the style of non-fiction writing (i.e. using the present tense and avoiding first person). I can use the Year One grammar rules in my writing by adding –er or –ing to the end of a word to make a new word.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1: Brilliant Books</p>	<p>Non-Fiction</p> <p>Writing Outcome: Recount.</p> <p>I can record events from the Easter holidays in the right order to create my plan. I can use a range of different time connectives, e.g. first, then, next, after a while, finally. I can use the past tense to write a recount. I can use the first person to describe what happened. I can use details to recount something I found particularly interesting.</p>	<p>Key Text: The Story Machine, by Tom McLaughlin Fiction</p> <p>Writing Outcome: Responding to an illustration and editing.</p> <p>I can respond to an illustration, sharing comments, questions and ideas I have about the image. I can edit a piece of writing, using my knowledge of the Year 1 grammar rules (e.g. suffixes –ed and –est and work on tenses).</p>	<p>Key Text: The Story Machine, by Tom McLaughlin Fiction</p> <p>Writing Outcome: Narrative Re-tell (Finding Tale)</p> <p>I can create a story map that demonstrates the structure of a Finding Tale. I can use my story map to re-tell the story, including each of the key events. I can use story language from the text in my own version of the story. I can edit and improve my work.</p>	<p>Key Text: The Story Machine, by Tom McLaughlin Fiction</p> <p>Writing Outcome: Descriptive Writing.</p> <p>I can create a character profile for myself, using the type-face from the text. I can create a character profile for my own main character, using adjectives. I can use adjectives to describe my own object, using similes.</p>	<p>Key Text: The Story Machine, by Tom McLaughlin Fiction</p> <p>Writing Outcome: Narrative (Finding Tale)</p> <p>I can create a story map for my own version of a Finding Tale, using the generic structure. I can use my story map to write my own narrative, using some of the story language from the original tale. I can use adjectives and similes to describe the main character and the object found.</p>	<p>Key Text: The Word Collector, by Peter H. Reynolds A variety of children's dictionaries, thesauruses, and non-fiction texts with glossaries. Non-Fiction</p> <p>Writing Outcome: A book of words (vocabulary expansion).</p> <p>I can use the glossary in a non-fiction book, to find out the meaning of new vocabulary. I understand the purpose of a dictionary and can list words in alphabetical order. I can use a thesaurus to find synonyms for words. I can create my own Word Collector booklet, with glossary, dictionary and thesaurus sections.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2: Seaside</p>	<p>Key Text: The Lighthouse Keeper's Lunch, by Ronda and David Armitage Fiction</p> <p>Writing Outcome: Written responses to Think Aloud strategies.</p> <p>I can make predictions about what might happen in a story. I can make connections between an illustration and my own experiences or another book I have read. I can share my ideas about how to resolve the problem from the text. I can summarise the main events of the story.</p>	<p>Key Text: The Lighthouse Keeper's Lunch, by Ronda and David Armitage Fiction</p> <p>Writing Outcome: Persuasive Writing.</p> <p>I can share my opinion. I can explain the reasons for my opinion, to try to persuade Mr Grinling to share his lunch. I can use persuasive language (e.g. I strongly believe, In my opinion). I can use emotive language to provoke a response.</p>	<p>Key Text: The Lighthouse Keeper's Lunch, by Ronda and David Armitage Fiction</p> <p>Writing Outcome: Narrative Re-tell (Conquering the Monster Tale)</p> <p>I can create a story map that demonstrates the structure of a Conquering the Monster Tale. I can use my story map to re-tell the story, including each of the key events. I can use story language from the text in my own version of the story. I can edit and improve my work.</p> <p style="text-align: center;">Assessment Writing.</p>	<p>Key Text: The Lighthouse Keeper's Lunch, by Ronda and David Armitage Fiction</p> <p>Writing Outcome: Narrative (Conquering the Monster Tale)</p> <p>I can create a story map for my own version of a Conquering the Monster Tale, using the generic structure. I can use my story map to write my own narrative, using some of the story language from the original tale. I can re-read my work to check it makes sense. I can edit my work and improve it.</p>	<p>Key Text: Clean Up, by Nathan Bryon Non-Fiction</p> <p>Writing Outcome: Explanation (Did you Know? Poster)</p> <p>I can include a catchy title, to grab the reader's attention. I can use subheadings to organise information. I can share a variety of interesting facts about plastic in our oceans. I can use questions to interest the reader.</p>	<p>Key Text: Clean Up, by Nathan Bryon Non-Fiction</p> <p>Writing Outcome: Instruction Writing (How to protect the oceans)</p> <p>I can write a clear sentences to instruct, using imperative verbs. I can use time words to order my instructions. I can use emotive language to provoke a reaction from the reader.</p>

Writing Curriculum Map – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1 - Kenya	<p>Key Text: Lila and the Secret of Rain Fiction</p> <p>Writing Outcome: Book Review</p> <p>I can use an expanded noun phrase. I can share opinions about the story. I can justify my opinions.</p>	<p>Key Text: Lila and the Secret of Rain Fiction</p> <p>Writing Outcome: Narrative Re-tell</p> <p>I can create a story map, including the key events in the correct order. I can use speech marks correctly. I can re-tell the story orally. I can re-write the story, using story language from the text.</p>	<p>Key Text: Lila and the Secret of Rain Fiction</p> <p>Writing Outcome: Narrative Innovation (Assessment)</p> <p>I can create a story map, including key events, settings and characters for my own version of a story. I can use speech marks correctly. I can tell the story orally. I can use story language from the text as well as my own words.</p>	<p>Key Text: Lila and the Secret of Rain Fiction</p> <p>Writing Outcome: Poem (Call and response)</p> <p>I can follow a call and response pattern. I can describe using the senses. I can use vocabulary from the story as well as descriptive phrases.</p>	<p>Key Text: Lila and the Secret of Rain Non-Fiction</p> <p>Writing Outcome: Letter</p> <p>I can begin my letter with Dear and end it with From. I can include information I have learnt about Kenya I can conclude my letter with a closing sentence.</p>	<p>Key Text: Lila and the Secret of Rain Non-Fiction</p> <p>Writing Outcome: Writing Outcome: Non-chronological report (Kenya)</p> <p>I can write facts that I know about Kenya in a non-fiction style (e.g. avoiding using first person, clear sentences). I can group information under topic headings (for example climate, landscapes, people and culture).</p>
Autumn 2 – WW1/ A Splash of Colour	<p>Key Text: Colour Poems Poetry</p> <p>Writing Outcome: Colour poem</p> <p>I can use a capital letter at the start of each new line. I can use repetition. I can use adjectives and alliteration.</p>	<p>Key Text: Firework Poems Poetry</p> <p>Writing Outcome: Firework Poem</p> <p>I can use a capital letter at the start of each new line. I can use onomatopoeic words. I can use descriptive phrases.</p>	<p>Key Text: Various letters from WW1. Non-Fiction</p> <p>Writing Outcome: Letter.</p> <p>I can begin my letter with Dear and end it with From. I can use an opening sentence to explain why I am writing the letter. I can include information about my experience of the war. I can conclude my letter with a closing sentence.</p>	<p>Key Text: The Day the Crayons Quit, by Oliver Jeffers Fiction</p> <p>Writing Outcome: Persuasive Writing.</p> <p>I can share my opinion. I can use a range of persuasive language (e.g. I strongly believe, In my opinion, For this reason). I can explain my reasons, in order to persuade.</p>	<p>Key Text: Big Bear Little Brother, by Carl Norac Fiction</p> <p>Writing Outcome: Narrative Writing (Meeting Tale)</p> <p>I can create a story map including key events, using the generic structure of a Meeting Tale. I can retell the story orally to rehearse, before writing my own version. I can rewrite the story. I can use story language from the text in my own version of the story.</p>	<p>Key Text: Big Bear Little Brother, by Carl Norac Fiction</p> <p>Writing Outcome: Narrative Writing (Meeting Tale)</p> <p>I can create a story map including key events, using the generic structure of a Meeting Tale. I can retell the story orally to rehearse, before writing my own version. I can use story language from the text in my own version of the story.</p>
Spring 1 – Great Fire of London (GFOL)	<p>Key Text: Variety of non-fiction texts about the GFOL and 'During the Great Fire' clip on google drive. Non-Fiction</p> <p>Writing Outcome: Chronological Report.</p> <p>I can recall the events of the GFOL in the correct order. I can share information about what happened during the GFOL in a report. I can use time words to order my report.</p>	<p>Key Text: Variety of newspaper articles. Non-Fiction</p> <p>Writing Outcome: Newspaper Article.</p> <p>I can include the name of my newspaper and the date it was published. I can use a catchy headline. I can include facts about what happened (where/when/what/why/who?) I can use quotes from witnesses.</p>	<p>Key Text: Samuel Pepys Diary Entries. Non-Fiction</p> <p>Writing Outcome: Diary entry.</p> <p>I can start my entry with the date and 'Dear Diary'. I can write in the first person. I can write about what happened in chronological order, using time words. I can write about my feelings.</p>	<p>Key Text: Little Red Riding Hood and Rude Red Riding Hood Fiction</p> <p>Writing Outcome: Narrative (Traditional Tale)</p> <p>I can use adjectives and similes to describe the way that my main character looks I can describe my main character's personality. I can use speech marks.</p>	<p>Key Text: Mr Benn (various adventures) Fiction</p> <p>Writing Outcome: Narrative Re-tell (Discovery Tale)</p> <p>I can create a story map using the generic structure of a Discovery Tale. I can use my story map to re-write the story, including each of the key events. I can use story language from the text in my own version of the story.</p>	<p>Key Text: Mr Benn (various adventures) Fiction</p> <p>Writing Outcome: Narrative (Discovery Tale)</p> <p>I can create a story map for my own version of a Discovery Tale, using the generic structure. I can use my story map to write my own narrative, using some of the story language from the original tale. I can re-read my work to check it makes sense.</p>

Spring 2 - Rainforests	<p>Key Text: Morpha Fiction</p> <p>Writing Outcome: Descriptive writing.</p> <p>I can use adjectives to describe an animal. I can use adverbs to describe how the animal moves. I can use adjectives, adverbs and similes to write descriptive sentences.</p>	<p>Key Text: There's a Rang-Tan in My Bedroom, by James Sellick Non-Fiction</p> <p>Writing Outcome: Explanation Writing</p> <p>I can include a catchy title, to grab the reader's attention. I can use subheadings to organise information. I can share a variety of interesting facts about the devastating effects of deforestation and palm oil. I can use questions to interest the reader.</p>	<p>Key Text: There's a Rang-Tan in My Bedroom, by James Sellick Non-Fiction</p> <p>Writing Outcome: Fictional recount</p> <p>I can write a recount as though I am the main character from the story, using first person. I can record the events of her day in chronological order. I can use a range of different time connectives, e.g. first, then, next. I can use the past tense to write the recount.</p>	<p>Key Text: Where the Wild Things Are, Rosie's Walk, Red Riding Hood, Mr Men Adventure in the Jungle. Fiction</p> <p>Writing Outcome: Identifying Key Features of a Journey Tale.</p> <p>I can construct a success criteria to show the generic structure of a Journey Tale. I can use the pebble, rock, and boulder and resolution structure to re-tell the story orally.</p>	<p>Key Text: Mr Men Adventure in the Jungle. Fiction</p> <p>Writing Outcome: Narrative (Journey Tale)</p> <p>I can create a main character that goes on a journey. I can include 3 problems increasing in size (pebble, rock, and boulder). I can end my narrative with a resolution.</p>	<p>Key Text: A variety of Show not Tell examples. Fiction</p> <p>Writing Outcome: Descriptive Writing.</p> <p>I can act out ways of showing how a character is feeling using my face and body. I can write my own 'Show' not 'Tell' descriptions.</p>
Summer 1 – Minibeasts	<p>Key Text: A variety of riddles. Poetry</p> <p>Writing Outcome: Riddle.</p> <p>I can use three or more clues, which describe the appearance/habitat/diet of a minibeast. I can begin with an easier/more open clue and gradually make the clues harder. I can use a question (e.g. What am I?)</p>	<p>Key Text: The Snail and the Whale Fiction</p> <p>Writing Outcome: Fictional diary entry.</p> <p>I can include 'Dear Diary' and the date. I can write in the first person. I can create a narrative about what happened in chronological order, using time words. I can write about my feelings.</p>	<p>Key Text: The Snail and the Whale Fiction</p> <p>Writing Outcome: Narrative (Meeting Tale)</p> <p>I can choose two animals to go on an adventure together. I can create a story map for my own Meeting Tale, using the generic structure. I can retell the story orally to rehearse, before writing my own version. I can use story language from the text in my own version of the story.</p>	<p>Key Text: The Snail and the Whale Fiction</p> <p>Writing Outcome: Narrative (Meeting Tale)</p> <p>I can choose two animals to go on an adventure together. I can create a story map for my own Meeting Tale, using the generic structure. I can retell the story orally to rehearse, before writing my own version. I can use story language from the text in my own version of the story.</p>	<p>Key Text: Examples of non-chronological reports Fiction/Non-Fiction</p> <p>Writing Outcome: Non-Chronological Report.</p> <p>I can write my report in the style of non-fiction writing (not in first person and written in the present tense). I can group information under topic headings (I know it does not need to be written in time order). I can use a hook sentence at the start to make the reader want to read on.</p>	<p>Key Text: Examples of non-chronological reports Fiction/Non-Fiction</p> <p>Writing Outcome: Non-Chronological Report.</p> <p>I can write my report in the style of non-fiction writing (not in first person and written in the present tense). I can group information under topic headings (I know it does not need to be written in time order). I can use a hook sentence at the start to make the reader want to read on.</p>
Summer 2 -Pioneers -	<p>Key Text: Florence Nightingale Extract Non-Fiction</p> <p>Writing Outcome: Fact File</p> <p>I can gather information about a historical figure. I can include facts about a historical figure in a fact file.</p>	<p>Key Text: Examples of Letters Non-Fiction</p> <p>Writing Outcome: Letter Writing.</p> <p>I can include the key features of a letter: (e.g. Date, address, Dear, Opening sentences/Why you are writing, Closing sentence, From). I can include important historical facts in my letter.</p>	<p>Key Text: The Life of Mary Seacole Extract Fiction</p> <p>Writing Outcome: Explanation.</p> <p>I can answer questions in relation to the extract to create a personal fact file. I can write a paragraph to explain how MS was treated in the war. I can compose open-ended questions to gather information about MS life.</p>	<p>Key Text: Examples of fact files Non-Fiction</p> <p>Writing Outcome: Fact File (Women in Space)</p> <p>I can do some research to find out about Women in Space. I can chose which key information I would like to share in a fact file. I can use key headings to organise the facts.</p>	<p>Key Text: Examples of letters Non-Fiction</p> <p>Writing Outcome: Letter Writing (Transition – To new teachers)</p> <p>I can include the key features of a letter: (e.g. Date, address, Dear, Opening sentences/Closing sentence, From). I can explain why I am writing, explaining some key reasons. I can ask a question to find out more about what my new class will be like.</p>	<p>Non-Fiction</p> <p>Writing Outcome: Summary Writing.</p> <p>I can write a summary of my time in Year 2. I can choose key events to recount. I can use the past tense. I can think of my audience (teachers and other children in assembly)</p>